



Communities That Care

Community Board Orientation

**Milestone:
Educate and
Involve the
Community**

Trainer's Guide
(150 minutes)

Module 5

Slides for Module 5

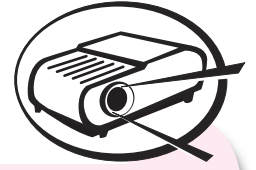
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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 5-1

Notes

NOTE: Some communities will already have developed a vision statement. If so, obtain a copy. Review the statement during the “Objective 1” section of this module. Adapt your delivery of this material to focus on:

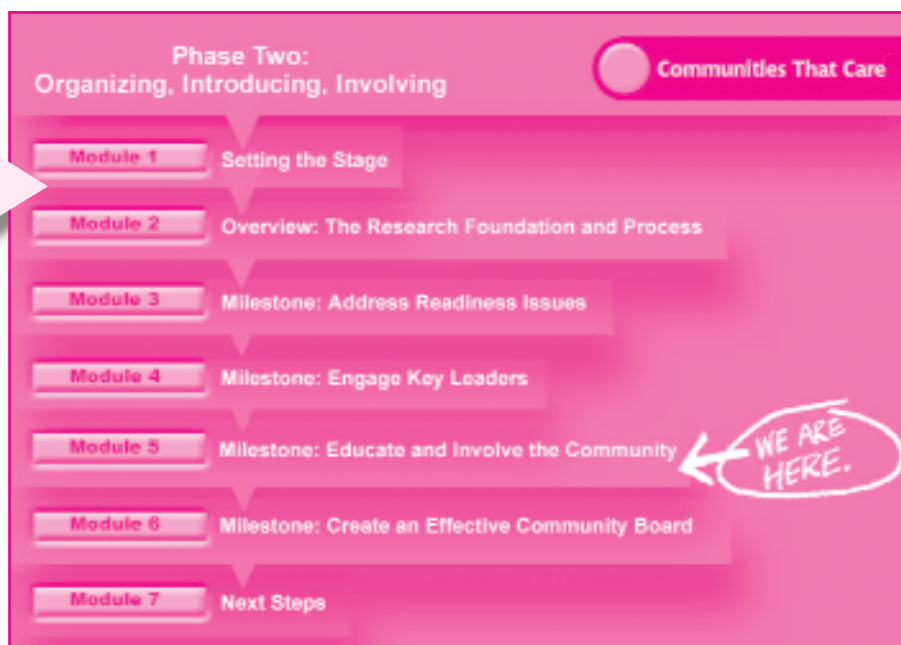
- having participants review their existing statement to see how well it meets the criteria for an effective vision statement
- ensuring that the existing vision statement is endorsed and accepted by all community stakeholders, and that all stakeholders view it as a powerful mandate for change.

Module 5



Slide 5-2

Notes



Review the slide.

Module 5 goal

Communities That Care

Prepare to educate and involve the community in science-based prevention and youth development.



Slide 5-3

Notes

As we all know, the community-wide approach that the Communities That Care system emphasizes is a key factor in its success as a prevention effort. The effort must have the support and involvement of the community's diverse stakeholder groups, such as local government, businesses, social services, education, faith communities, ethnic and cultural organizations, parents and youth. This module will help you take the steps needed to prepare for educating and involving the whole community in your Communities That Care effort.



Slide 5-4

Notes

Objectives

Communities That Care

1. Develop a community vision statement for the future of children and youth.
2. Create and maintain effective communication mechanisms.
3. Identify ways to involve community members, including youth.
4. Recruit new Community Board members, if needed.



In this module we'll do several things to prepare the Community Board for educating and involving the whole community in the Communities That Care system.

Review each objective as you click it onto the screen.



A vision statement provides a directive for community decisions, choices and actions, and promotes collaboration among diverse community sectors. After we look at some sample vision statements, we'll be laying the foundation for this community's vision statement.



We've all been in situations where poor communication—or no communication—has caused problems. Here we'll start thinking about the kinds of communication needed to keep the effort running smoothly.



Community members may be able to support the Communities That Care effort in many ways. Involving youth in the effort brings valuable new perspectives and puts the Social Development Strategy into action.



At this point, it's important to ensure that the board represents the community's diversity and varied stakeholder groups, and has all the skills needed to successfully complete each phase.

Motivation for change

- Want to change (pull)
- Have to change (push)
- Reaction to crisis (push)
- As a preventive measure (pull)



Communities That Care



Slide 5-5

Notes

Objective 1: Develop a community vision statement for the future of children and youth.

Mental Set

Ask participants to think about the last major change they made in their lives and to write it at the bottom of the page. Then ask them to think about what caused them to make that change.

Review the slide.

Ask participants to consider how their changes would fit into the categories on the slide.

More often than not, changes are made as a reaction to a crisis or because we have to change for another reason. But this is not always sufficient to sustain long-term change. Once the immediate crisis or need is over, enthusiasm often begins to fade.

In communities, a new crisis sometimes arises and diverts attention from the original problem. We call this "crisis du jour." Management by crisis requires pushing people toward change, often against their will. A strong, commonly held vision can motivate people to want to change, pulling them toward a more positive future.



Slide 5-6

Notes

Community vision statement

Communities That Care

- Future-focused
- Affects decisions, choices and actions
- Provides direction



Objective 1: Develop a community vision statement for the future of children and youth.

Review each item as you click it onto the screen.



A community vision statement captures where a community wants to be in the future. It is a positive statement, focusing on what the community wants—not what it doesn't want.



All of the Community Board's decisions, choices and actions should support the vision statement.



A community vision statement can be a powerful tool for community planning and decision making.

Effective community vision statements

Communities That Care

- Aspiration, inspiration, perspiration
- Create a sense of urgency
- Include concrete, achievable goals



Slide 5-7

Notes

Objective 1: Develop a community vision statement for the future of children and youth.

Review the slide.

An effective community vision statement must convey aspiration, inspiration and perspiration. "Aspiration" means that the vision statement must specify a unique, long-term goal. "Inspiration" means that it must pull the community onward and upward through change. "Perspiration" means that it must suggest how community members can bring that goal closer through daily work.

An effective vision statement should also create a sense of urgency and include concrete, achievable goals.



Slide 5-8

Sample vision statements

Communities That Care

“Our vision is a healthy community in which each member contributes to an environment of respect, honesty, responsibility and caring.”

“Our vision is a community that has harnessed its creativity and resources to provide each young person with the opportunity to grow up safe, healthy and happy.”

Notes

Objective 1: Develop a community vision statement for the future of children and youth.

Review the slide.

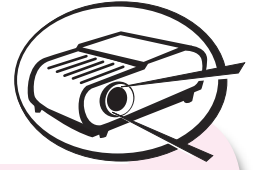
NOTE: For each statement, ask for a volunteer to identify the elements of “aspiration,” “inspiration” and “perspiration.”

Vision development

Communities That Care

Part one—individually:

- It is 25 years from now. You are in a helicopter looking down at your community, where children grow up to be healthy, productive adults. Imagine what you see.
- Record your ideas on the “sticky” notes at your table. Use one note for each idea.
- Rank your ideas according to priority.



Slide 5-9

Notes

Objective 1: Develop a community vision statement for the future of children and youth.

Activity

Elements of a community vision statement

Time: 60 minutes

Materials:

- “sticky” notes
- colored paper
- markers
- tape
- a wall of easel paper, made by sticking four or five sheets together

Part one—individually:

Distribute “sticky” notes to each table.

I’m going to take you on a journey into the future.

Review each instruction as you click it onto the screen.



It is 25 years from now. You are in a helicopter looking down at your community, where children grow up to be healthy, productive adults. Imagine what you would see. How are families interacting? What is happening in classrooms? How are children and youth involved in the community?



Have participants record their ideas on the “sticky” notes, listing one idea on each note.

Notes



Have participants rank their ideas according to priority. What do they feel are the most important elements in a community where children grow up to be healthy, productive adults?

Part two—group:

1. Ask for several volunteers to help collect the “sticky” notes and place them on the wall of easel paper.
2. Ask each participant to share the top-ranked element of his or her vision. As participants share their ideas, have the volunteers collect their notes and place them on the wall. Have volunteers group the ideas on the wall by theme.
3. After each participant has shared one idea, start again, asking each to share his or her second idea. Continue until all unique ideas have been shared, posted and grouped.
4. Ask the group to help clean up the wall. Get rid of duplicates. Make sure items are in the right group. Try to consolidate items into no more than six groups or columns.
5. Develop a title or phrase that accurately reflects the ideas in each group. Each title will represent one critical element of the community vision statement. Titles should be written on colored paper and placed as headings for each group.

Once participants have reached a consensus on the titles, congratulate them for their hard work and explain that they now have the critical elements of their community vision statement.

Vision development

Communities That Care

Part three—table groups:

- Craft the themes into a vision statement: "Our vision is..."
- Write draft statement on an easel page and display.
- Share with the other groups.



Slide 5-10

Notes

Part three—table groups:

Review the slide.

1. Have participants work in teams at their tables to craft the themes into a vision statement.
2. Each team should write its draft statement on an easel page and post it.
3. Have each team read its statement to the entire group.

A successful community vision statement must be owned by all of the stakeholders in your community, so it is important to include all of these people in the process of creating the vision statement. The process you began today should be repeated across your community, and should involve as many community members as possible.

When we get to the planning section at the end of the day, the task of facilitating community input on the vision statement will be assigned to one of the work groups that will be established in Module 6.



Slide 5-11

Notes

Communication planning

Communities That Care

An effective Community Board develops and maintains effective communication:

- within the board
- with Key Leaders and the community.

Objective 2: Create and maintain effective communication mechanisms.

Review the slide.

Mental set activity (optional)

Pass the message

Time: 5 minutes

Purpose:

To illustrate how messages can be distorted through faulty communication, poor listening skills or incomplete note-taking.

Do not give any ground rules. This will let you gauge the initiative taken by the group to accurately retain information.

1. The participants and trainer stand and form a large circle.
2. The trainer whispers the following message to the person on his or her left:

"Prevention science is the most efficacious methodology for effecting positive change in children and youth."

3. The message is then passed on to the next person until every participant has heard it.
4. The last participant to receive the message writes it on the easel.
5. The trainer reads the original message and compares it to the message written on the easel.

Debrief by commenting on the importance of effective internal and external communication in a complex initiative like the *Communities That Care* system.

Communities That Care

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Slide 5-12

Review each item as you click it onto the screen.



5—15



Slide 5-13

Notes

External communication

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- Reports
- Newsletters
- Memoranda
- Meetings
- Presentations

Objective 2: Create and maintain effective communication mechanisms.

Using formal methods of communication helps ensure that everyone has the information he or she needs to be effective. We suggest that you establish formal methods of communication for all of your Communities That Care work groups.

Review each item as you click it onto the screen.



Reports can provide detailed information about the effort to Key Leaders and other community members.



A weekly, monthly or quarterly newsletter can keep the community up to date with the effort's progress and achievements.



Memoranda can inform Key Leaders of day-to-day decisions made by the Community Board.




Inviting Key Leaders and other community members to Community Board meetings is a good way to keep all stakeholders informed and involved.



Community Board members can offer informational presentations about the effort at local libraries, schools, etc.

Ask the group for other ideas.

Communities That Care

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5—17



Slide 5-15

Notes

Involving youth

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- Community Board membership
- Data collection/interpretation
- Public relations
- Program planning and development



Objective 3: Identify ways to involve community members, including youth.

Involving young people brings a valuable perspective to your prevention effort and puts the Social Development Strategy into action. It communicates to youth that they are an important part of the community, and provides them with opportunities, skills and recognition, which we now know are critical elements of positive development.

Young people can participate in many different ways:

Review each item as you click it onto the screen.



They can serve on the Community Board. Keep in mind, though, that youth and adults are not always accustomed to working together as a team. You might consider inviting leaders from organizations that have successfully involved youth to one of your meetings, to offer advice or team-building strategies.



Young people can be trained to conduct focus groups and interviews to collect supplemental data for the risk- and protective-factor assessment and the resource assessment. They can do these with other young people and with key informants—individuals who have knowledge of the key organizations or systems being assessed. These activities will be covered in the Community Assessment Training in Phase Three.



5—19



Slide 5-16

Involving youth

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Using the worksheet in your Participant's Guide:

- Identify one way to involve youth.
- Use the Social Development Strategy to plan this involvement.



Notes

Objective 3: Identify ways to involve community members, including youth.

Review the slide.

Have participants work in teams at their tables to complete the activity on the following page. Allow 15 minutes. When they are done, take about 15 minutes for teams to share their results with the group.

Involving Youth Using the Social Development Strategy (SDS)

Describe your idea for involving youth:

What healthy behaviors and outcomes would this involvement produce?

What healthy beliefs and clear standards would you have for youth involvement?

What are the opportunities for youth to be involved in meaningful ways?

What skills will be needed by youth and adults?

How could youth and adults be recognized for their participation?

How can youth with a variety of individual characteristics be encouraged to participate?



Slide 5-17

Notes

Community Board membership

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- Is the diversity of our community represented by our Community Board?
- Which specific community segments do we still need to involve to be successful?

Objective 4: Recruit new Community Board members, if needed.

Review the slide.

One of the key ways community members may become involved is as new board members. To be effective, your Community Board must represent the diversity of your community. In order to help ensure success for your Communities That Care effort, you'll need to determine what segments of the community you may still need to reach out to.

Activity

Identifying new Community Board members

Time: 10 minutes

As a group, complete the brainstorming activity on the following page. Tell participants that this list will be used to help develop the action plan at the end of this module.

Identifying New Community Board Members

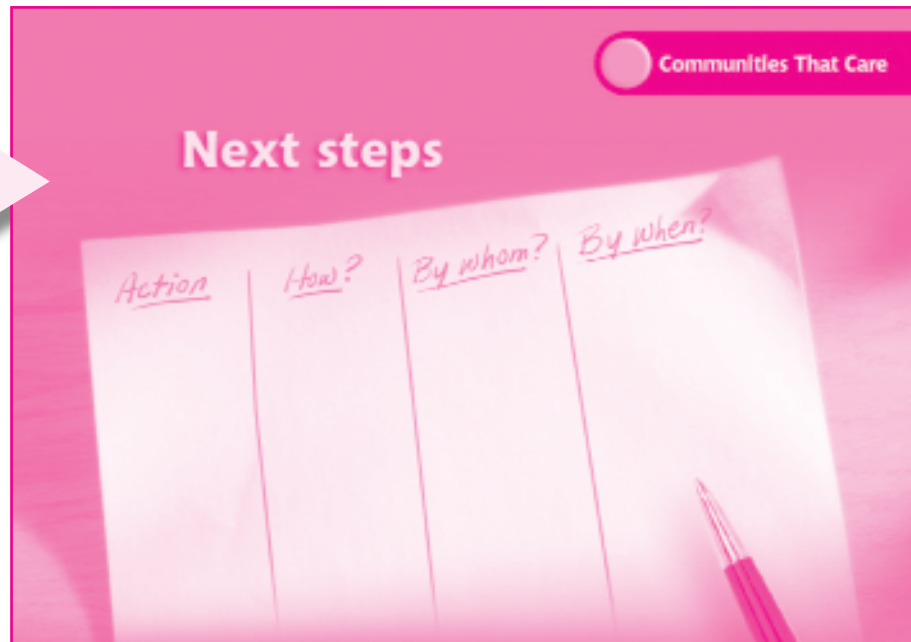
For each community segment or group, list any current Community Board members, as well as any ideas for new members. List a contact person for each group, if known.

| | Current members | New members | Contact |
|------------------------|-----------------|-------------|---------|
| Government | | | |
| Law enforcement | | | |
| Business | | | |
| Education | | | |
| Faith communities | | | |
| Social services | | | |
| Racial/cultural/ethnic | | | |
| Neighborhood | | | |
| Other | | | |



Slide 5-18

Notes



NOTE: As a group, take about 10 minutes to create an action plan for community involvement and education, using the worksheet format on the slide and on the following page. Include the information from the activity on identifying new Community Board members, and develop plans to complete any outstanding steps (e.g., determining an appropriate contact person for a particular group). Include any other needed steps, such as:

- plans for community involvement in creating the community vision statement
- plans for informing specific stakeholder groups about the *Communities That Care* system
- further assessments needed of the communication methods the Community Board will use
- plans for involving youth.

Write the group's decisions on an easel page. Also, ask the Coordinator/Facilitator or another participant to volunteer to record the decisions on a separate sheet of paper, and to distribute copies to the participants.

Next Steps

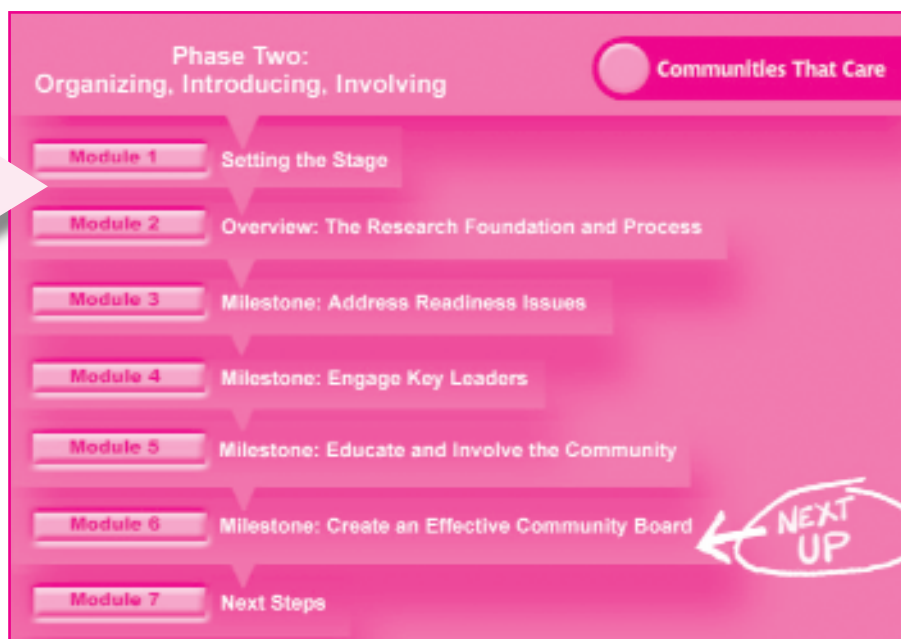
| Action | How? | By whom? | By when? |
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Module 5



Slide 5-19

Notes



Review the slide.